

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

703 KAR 5:220, School and District Accountability Recognition and Support (new regulation)

Applicable Statute or Regulation:

KRS 158.6453, 158.6455, 158.649

History/Background:

Existing Policy. Senate Bill 1 (SB1), passed by the 2009 Kentucky General Assembly, outlined significant changes to Kentucky's assessment and accountability program. SB1 created a three-year interim period (2008-2009, 2009-2010 and 2010-2011) with a new assessment and accountability system beginning in 2011-2012. The legislation establishes multiple assessment requirements, but charges the Kentucky Board of Education (KBE) to create the new accountability system to classify districts and schools.

Commissioner Holliday and staff in the Kentucky Department of Education have proposed a new assessment and accountability model to facilitate critical discussions with educators and stakeholders. The model offers a balanced approach organized around the KBE's four strategic priorities for next generation learners, professionals, instructional programs and support and schools/districts.

When Kentucky's accountability model is fully developed and operational, schools and districts will be placed into a classification (i.e., distinguished, proficient, needs improvement). For each classification, the KBE must determine how to recognize success and assist toward improvement.

At the April 2011 meeting, KBE gave final approval of 703 KAR 5:200, Next Generation Learners, the regulation that defines the first component of the new accountability system. The regulation will enable the Kentucky Department of Education to move forward with the portion of the accountability model that affects achievement, gap, growth, readiness for college/career and graduation rate.

Also, at the April meeting staff initiated a conversation to gather feedback from the KBE to shape a proposed regulation on recognition and support as a part of the new accountability model. During this discussion, members expressed an interest in seeing the regulation include an overall profile score from all components of the system. Staff was requested to develop a proposal for the regulation and bring it forward for further discussion at the June meeting.

The attached regulation includes a method for calculating an overall accountability score, in addition to establishing measures to recognize school and district success and identifying support that will be provided to schools and districts whose scores reflect that need.

The June KBE meeting will offer the KBE the first opportunity to provide input on the proposed regulatory language that includes an overall profile score. After additional public input is received, the proposed regulation will come back to the August meeting for final approval.

Impact on Getting to Proficiency:

The new recognition and support system will establish ways to communicate schools' and districts' academic successes publicly and will provide direction and support to schools and districts to help assure student success.

Groups Consulted and Brief Summary of Responses:

The regulation will be placed on the agendas of the Local Superintendents Advisory Council (LSAC) and other councils that meet prior to the June KBE meeting. Subsequent to that meeting, broader stakeholder input will be sought through presentation to additional groups and advisory councils. LSAC will review the proposed regulation at its May 31 meeting and that body's feedback will be shared at the June KBE meeting.

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Commissioner of Education

Date:

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